

Eastern Wyoming College
Outcomes Assessment
Summary Report

With Assessment Examples
2011–2012



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Executive Summary

The purpose of assessment is to improve student learning, instructor effectiveness and to reaffirm institutional integrity. Success in higher learning and teaching is measurable through assessment and is required for accreditation.

Assessment at Eastern Wyoming College is critical for completing the college mission and refers to the efforts to obtain information about how and what students are learning, the quality of faculty and their programs.

In order to fulfill the College's vision, Eastern Wyoming College is committed to implementing a comprehensive assessment plan of activities that measures institutional data and can produce clear evidence, instructor effectiveness, and institutional integrity. The following report summarizes the outcomes of those activities for 2011-2012.

Program Reviews

Program reviews are conducted on a rotating three-year basis. These reports are written by faculty members with recommendations from the appropriate division chair and the Vice President for Learning. During 2011-2012, program reviews were completed for Agriculture cluster, Art, Criminal Justice, Certified Nursing Assistance, Cosmetology, Education, Interdisciplinary Studies, and Math and received Board approval on August 14, 2012.

Multiple Assessments

Assessment outcomes at Eastern Wyoming College are measured at the classroom, course, program, distance delivery and institutional levels. For reliability and validity the measures included both qualitative and quantitative measures in the form of testing, surveys, and interviews. These results are public and meant to highlight strengths, weaknesses, progress, shortcomings, if any, and to provide feedback which leads to program improvement.

Student Learning Outcomes Measures include:

General Education Requirements Assessments

The general education required assessment for graduating AA and AS degree students is the CAAP test. Sixty-three students participated in the Spring 2012 CAAP. Students were tested in the following areas including writing skills, math, reading, critical thinking, and science. Results showed that students scored slightly (1.04%) above the national average in all areas. It is recommended that EWC continue to work on improvement in all areas and that the results be used as an ongoing longitudinal assessment for the institution's transfer programs. Additionally, it is recommended that EWC focus more attention on Reading and Science skills in academic transfer courses.

Perkins Grant Evaluation and Assessment

The goal of the Perkins Grant is to provide students with experiences and educational equipment from all aspects of an industry or profession, and make opportunities available for technical faculty to obtain professional development. Recommendations from individual program advisory groups guide program updates, changes and enhancements based on community and industry requirements. Allocations to the following programs are described within the report: Entrepreneurship, Machine Tool Technology, Veterinary Technology, and Professional Development activities for CTE students and instructors. The Perkins Report also includes core indicator performance levels for CTE program students and participants. EWC met statewide performance levels for all the core indicators except for one—Nontraditional Completion. Steps will be taken to improve completion rates for students enrolled in nontraditional (gender-equity) programs.

Graduate Survey

The 2011-2012 Graduate Survey was mailed to 167 graduates in Fall 2011. The college received 36 survey responses (response rate of 22%). Graduate respondents indicated that EWC did an excellent job of preparing them for further study at a four-year institution; 15 said strongly agree and 7 said agree.

University of Wyoming Transfer Students

Each fall, at the annual Dean's meeting, the University of Wyoming provides a report on transferring students from Wyoming community colleges. Results show that Eastern Wyoming College transfer students continue to do as well as other UW students. However, EWC Health Sciences transfer students obtained higher GPA's than all the other transfer students combined during the Fall 2011 semester. Additionally, statistics show that students who complete their AA or AS degree at a community college are much more likely to be successful at the University of Wyoming compared to those who transfer prior to earning a degree. The Outcomes Assessment Committee will continue to recommend that transfer data from other institutions, namely Black Hills State and Chadron State College, be requested.

Program Assessments

Program Assessments evaluate how students perform on the various required activities embedded in the overall Outcomes Assessment Plan. Goals and objectives are established for each college program. Student achievement is measured through various required program activities as directed by the faculty members.

Recommendations and Findings:

- **Agriculture Cluster:** The agricultural programs have seen exciting and needed programmatic changes in the last two years. These changes were based upon focus group input, research from the faculty members, and advisory council ideas. In addition new initiatives have developed including building facilities to include the high tunnel greenhouses, a livestock barn, and the Agricultural Technology Education Center. Student recruitment efforts have increased, and the faculty members have

- hosted an Ag Day in the spring and participation in Technology Day in the fall. Recommendations include monitoring curriculum changes, research retention and graduation rates and explore ways to improve both, continued support of the Livestock Judging Team, encourage collaboration between other disciplines to support appropriate course offerings, and continue to participate in public awareness and fundraising as appropriate to help our new Agricultural Technology Education Center become a reality.
- **Art:** Several curricular changes have been made and a new art kiln was purchased and installed in the art room. The department has defined space for the lecture and studio components of the art classes. Recommendations include continued refinement of curriculum, development of distance courses, collaborate with others to update and remodel the Fine Arts lobby, and expand marketing and recruitment efforts.
 - **Criminal Justice:** Employment opportunities in the criminal justice field are stable and growing, particularly within our service area. The Criminal Justice courses contribute heavily to the enrollment numbers at the college and have the potential to expand. Curriculum revisions in the last three years have been extensive and designed in part to help delineate the educational pathway for law enforcement from correctional officers. At the same time, the faculty members have embraced distance learning offerings and provide a regular rotation of the courses required in the various programs. Recommendations include maintaining current partnerships, review distance course offerings, monitor curriculum components, and expand marketing and recruiting efforts.
 - **Certified Nursing Assistant:** The CNA program is not a “program” like other degree programs at EWC. Instead it has represented a class whereby the student is prepared to take the Certified Nursing Assistant state exam. A fledgling workforce department created the course which is now being taught at multiple locations throughout our service area. At this point, the Health Technology area has expanded to include the CNA II class and the Medication Aide. Other courses that are included under this umbrella include the intravenous therapy courses, the home health aide refresher course, and an introductory course to health careers. The CNA class has continued to meet workforce demands and continues to have mostly fully enrolled courses which are defined as 12 per section per the State Nursing Board guidelines. The on-campus Instructor also provides numerous in-service training sessions such as CPR and blood borne pathogens. Recommendations include continued monitoring of curriculum to adjust to workforce demands, continue partnerships with key associates, and finalize the background check policy.
 - **Cosmetology:** The Cosmetology program at Eastern Wyoming College continues to be responsive to changes emanating from the State Board of Cosmetology requirements as well as national trends. The three instructors are highly qualified and network well with professionals throughout the region and with the State Board. They contribute to overall College efforts by serving on various committees such as the Facilities Planning Committee and the Outcomes Assessment Committee. Recommendations include exploration of facility expansion to meet workspace needs, investigate ways to support and retain students to increase graduation rates, and research possible additions to program offerings.

- **Education:** The Education Programs at Eastern Wyoming College are significant contributors to the overall FTE and represent one of the strongest areas of transfer education. Indeed, the need for teachers in Wyoming is expected to increase substantially within the next 10 years as more and more classroom instructors retire. Nationwide, the need is expected to be even greater. Instructors are well qualified and have been involved in statewide conversations and articulations with other education programs from the community colleges, the University of Wyoming, and Chadron State College. Recommendations include monitoring and maintaining appropriate course offerings both face to face and distance, align math education courses to be more compatible with other transferring institutions, continue key collaborations with other programs as well as partnering schools, and expand marketing and recruitment efforts for the early childhood education program.
- **Interdisciplinary Studies:** The Interdisciplinary Studies program is unique because it belongs to all of our faculty and instructional administrators. The Sophomore Project is a reasonable program assessment for those students who are truly exploring various discipline areas. If a student does have an “emphasis” area, then the appropriate outcomes assessment activity is allowed in lieu of the Sophomore Project. One other comment includes the importance of the reading courses that we provide as a college. Good reading skills are the most important college preparatory skill students can have—and the skill, if lacking, that can cause the most difficulty for students. Instructors teaching our reading courses have been dedicated to these students and helped them achieve higher placement scores so they can be successful in college-level courses. Recommendations include a review of the existing general education requirements, monitor curricula changes and make changes as appropriate, research student club feasibility, and ensure articulation agreements are in place.
- **Math:** The math department faculty members at EWC are a strong and talented group of professionals who are dedicated to student success and contribute to that goal by helping students not only in their classes, but individually in their offices and serving as involved advisors. Furthermore, these faculty members have developed numerous distance courses, serve as ready volunteers for college committees and activities, and contribute to the college community by being student club advisors. Recommendations include partnering with education faculty to align math education courses with transferring institutions, explore and develop retention initiatives, expand marketing and recruitment efforts of “math prepared” students.

Course Assessments

Course level assessments are analyzed for their role in meeting those goals and objectives within a program. Embodied in the courses are the five core competencies as defined by the faculty and staff of Eastern Wyoming College—communications skills, analytical and quantitative reasoning, technology skills, social awareness and information literacy.

Recommendations and Findings:

- On a yearly basis, faculty members identify the way core competencies are being met for a selected course of their choice. Courses are reviewed on a rotating basis so all courses are reviewed on a three-year cycle. All new, re-designed and newly developed courses are approved or not approved by the Curriculum & Learning

Council, whose members consist of faculty, staff, and administration, based in part on the course tie-in to the core competencies. A sampling of course assessments are included in this report.

Classroom Assessments

Classroom level assessments include results from instructors using instruments to assess student learning in the classroom, learner attitudes, values, and self-awareness, or learner reactions to instruction. The purpose of these various and defined techniques is to improve student learning opportunities.

Recommendations and Findings:

- The use of multiple classroom assessment techniques (CAT) ties learning to course objectives or core competencies. The report shows the variety of CATs being used by faculty members. The report shows the variety of CATs being used by faculty members. The outcome on student learning has been positive.

Conclusions, Accomplishments, and Goals

The report demonstrates that assessment activities at EWC are an important part of the educational process. Assessment is tied to the institution's mission, vision and goals. Assessment consists of multiple measures including both direct and indirect activities. The assessment plan is updated annually by the Outcomes Assessment Committee and can be found online at <http://www.ewc.wy.edu/faculty/outcomes>.

Eastern Wyoming College's assessment program is a learning circuit (measuring student learning). Success under this approach documents achievement of identified goals for learning and student success outcomes. Assessment activities are designed to measure such achievement. As such, assessment activities are conducted, results are reviewed and disseminated, and changes made in the classrooms, programs, the strategic planning and budgeting process, and in the overall college based on these assessment results.

The Assessment Cycle is a continuous process of analysis of mission, development of goals and objectives, identification of measures of learning outcomes, assessing, collecting and interpreting data, disseminating useful information, proposing changes, and instituting, monitoring, and evaluating those changes.

Accomplishments:

1. The Outcomes Assessment Chair and the Vice President for Learning were able to attend the National Conference of the Higher Learning Commission in April 2012.
2. The Chair offered two workshops and several one on one assessment trainings for faculty, both on campus and in outreach throughout the year.
3. The Outcomes Assessment Chair continues to work with transferring institutions to maintain articulation agreements which directly impact assessment at EWC.

4. Researched alternative methods to measure general education components for AAS and Certificate programs. At this time we have not identified a suitable method.
5. Continued to find ways to close the assessment loop and communicated to constituents. Faculty reported that student awareness of assessment is increasing.
6. Linkage reports were requested and received and continues to be a valuable tool to compare the learning growth for entering students.

Goals:

1. Continue providing information and Classroom Assessment Techniques (CATs) training to distance educators, adjuncts, and new faculty members.
2. Develop a means for evaluating the use of assessment tools, report viewers, and job aids on LancerNet.
3. Continue finding ways to complete the assessment loop and communicating outcomes to constituents.
4. Request transfer data from other receiving institutions, in particular Chadron State College.
5. Continue to work on improvement in all CAAP areas and maintain levels above the national average.
6. Develop an assessment tutorial video that can be placed on LancerNet.
7. Analyze recommendations from the General Education committee to ensure core competencies remain an integral part of the assessment process.

Student Assessments

Results from each of the components listed below are distributed to:

- Outcomes Assessment Committee
- Leadership Team
- Curriculum & Learning Council
- Division Chairs—Division Members
- Board of Trustees
- EWC Web site

Component	Responsibility	Time Schedule	Population/Program	Use of Results
COMPASS Placement Tests (Math, English, and Reading)	Academic Testing Center: Coordinator and Outreach Coordinators	Prior to students' enrollment	All associate degree seeking students Certificate and non-degree seeking students enrolling in math and English Prior college credit or ACT scores may exempt testing	To appropriately place students in math, reading, and English courses, and to correlate with CAAP
Withdrawing Student Survey	Vice President for Student Services: tabulation of withdrawal cards	Yearly	Students who elect to withdraw from EWC	To determine number of students withdrawing and reasons for withdrawal from EWC
University of Wyoming Report on Transferring Students from Community Colleges	Vice President for Learning	Fall Deans' Meeting, September	All past EWC students transferring to Univ. of Wyoming and still in attendance	Cumulatively to be used as a part-measure of institutional effectiveness at preparing students for transfer

Component	Responsibility	Time Schedule	Population/Program	Use of Results
CAAP Exit Test for all AA and AS students	<p>Vice President for Student Services: identifying and notifying students to be tested</p> <p>Academic Testing Center: Coordinator and Outreach Coordinators</p> <p>Vice President for Learning, Division Chairs, and faculty as assigned: assessment of data</p>	Spring semester 3-4 weeks prior to graduation	AA & AS majors (graduates)	To assess effectiveness of student learning in the general education and core competency areas.
Graduate Survey	Director of Institutional Research	Odd years in December	All EWC graduates from the previous year	Assess student satisfaction with EWC
Perkin's Grant Evaluation and Assessment	<p>Workforce Development Associate Director: disseminate results & prepare final report for WDE and WCC</p> <p>Vocational/Technical Program Faculty Members, Special Populations Coordinator: coordinate assessment process.</p> <p>Vice President for Learning, Division Chairs, and faculty: assessment of composite data</p>	Spring semester	Students enrolled in all vocational programs	To assess vocational-technical program effectiveness for vocational programs-also fulfills U.S. and Wyoming Department of Education requirements

Component	Responsibility	Time Schedule	Population/Program	Use of Results
Community College Survey of Student Engagement (CCSSE)	Director of Institutional Research	Odd Spring semesters	Random Sample of students and faculty	Measure student assessment against CCSSE benchmarks for successful engagement strategies
Classroom Assessment Techniques (CATs)	EWC instructors, adjunct, and concurrent enrollment instructors	Each semester	Students taking classes from EWC or through concurrent enrollment	Examine how learning is taking place in the classroom and confirming current activities or encouraging a change in teaching strategies
Course Assessment	EWC instructors	Each year	One course chosen by instructor either semester	Examine how courses are fulfilling program goals and college goals
Program Assessment	EWC instructors	Each year	Graduates participation in designated program activity	Examine needed program changes based on results of activity

Program Assessment Components

The following assessment components are taken by all graduating majors during the semester of graduation. Results from each of the components listed below are distributed to:

- Outcomes Assessment Committee
- Curriculum & Learning Council
- Program advisory committees

Results are used for:

- Documentation of Student Learning
- Curriculum Improvement
- Program Review
- Strategic Planning

Program	Degree	Component	Responsibility
Accounting (ACCT)	AS	Departmental Exam	Melissa Meeboer
Agriculture: Beef Production (AGBP)	CD	Exit Interview/Oral Exam	Monte Stokes
Agriculture: Business (AGBUS)	AS	Capstone Course: AGECE 2395	Rick Vonburg Rob Eirich
Agriculture: Farm/Ranch Mgt. (FRCH)	AAS		
Agriculture: General (GAGR)	AS		Rick Vonburg
Agriculture: Economics (AGECE)	AS		
Agriculture: Education (AGED)	AS	Student Portfolio	Rick Vonburg
Agriculture: Rangeland Ecology and Watershed Management (REWM)	AS	Capstone: HMDV 2000	Chris Wenzel
Animal Science (ANSC)	AS	Capstone Course: AGECE 2395	Rob Eirich Monte Stokes
Art (ART)	AA	Exhibition/Demonstration	John Cline
Biology (BIOL) Environmental Science (ENVR)	AS	Departmental Exam	Chris Wenzel Peggy Knittel
Business Administration (BADM)	AS	Departmental Exam	Melissa Meeboer
Business Administration (BSAD)	AAS	Electronic Portfolio	Melissa Meeboer
Business Education (BSED)	AA	Portfolio	
Business Office Technology (BOTK)	AAS	Electronic Portfolio	
Business Office Technology (BOFTK)	CD		
Communication (COMM)	AA	Capstone Course: CO/M 2395	John Hansen
Computer Applications (CMAP)	C	Portfolio	Rick Vonburg
Computer Info Systems (CIS)	AAS	Capstone Project	Patricia Pulliam

Program	Degree	Component	Responsibility
Information Support Specialist (ITSS)	CD	Comp TIA A+ Exam and Cisco Certified Entry Network Technician (CCENT) Exam	Patricia Pulliam
Web Design (BWEB)	CD	Capstone Web Page	
Construction Technology (CNTK)	AAS	Construction Journal and CAAP Test	This program is not currently offered.
Construction Technology (CNTK)	CD	Construction Journal	
Cosmetology (CSMO)	AAS	CSMO 1575 and State Board Exams	Donna Charron Pam Capron Nancy Landers
Nail Technician (CSNT)	C	CSMO 1175 and State Board Exams	
Skin Technician (CSST)	C	CSMO 1275 and State Board Exams	
Hair Technician (CSHT)	CD	CSMO 1375 and State Board Exams	
Criminal Justice Law Enforcement Emphasis (CJLE)	AA	Capstone Course: CRMJ 2895	Richard Patterson Larry Curtis
Criminal Justice Corrections Emphasis (CJCR)	AA	Capstone Course: CRMJ 2895	
Criminal Justice Corrections (CJCC)	CD	Departmental Paper	
Criminal Justice (CMJT)	AAS	Capstone Course: CRMJ 2895	
Economics (ECON)	AS	Departmental Paper	Rick Vonburg
Education: Elementary Education (ELED)	AA	Student Portfolio	Muriel de Ganahl
Education: Secondary Education (SCED)	AA	Student Portfolio	Muriel de Ganahl
Early Childhood Education (EDEC)	AA	Student Portfolio	Catherine Steinbock
Early Childhood Education (EDCC)	CD	Student Portfolio	Catherine Steinbock
English (ENGL)	AA	Choice of Research Project, Journal, or Essay	John Nesbitt Kelly Meeboer
History (HIST)	AA	Choice of Research Project, Journal, or Essay	Anne Hilton
Interdisciplinary Studies (INST/INSTU)	AA/AS	Capstone Course: HMDV 2000 or Assessment Activity in Designated Area	HMDV 2000 or Instructor in Designated Assessment Area
Language (Foreign) (LANG)	AA	Choice of Research Project, Journal or Essay	John Nesbitt

Program	Degree	Component	Responsibility
Mathematics: Arts & Science (MATH)	AS	Departmental Oral Exam	Ray DeWitt Cheryl Raboin Bob Creagar
Mathematics: Secondary Education (MTED)			
Music: Applied Music (MUSC)	AA	Performance Recital with Outside Critique	Larry Curtis
Music: Music Education (MUSED)			
Physical Education, Health & Recreation (PEAC)	AA	Capstone Course: PEPR 2395	Verl Petsch Jan Lilletvedt
Political Science (POLS)	AA	Choice of Research Project, Journal or Essay	Larry Curtis
Preprofessional: Pre-Veterinary Medicine (PVET)	AS	Rubrics Analysis Based Assessment	Ed Bittner Susan Walker Monte Stokes
Preprofessional: Pre-Dentistry (PDEN)	AS	Portfolio/Rubrics Analysis Based Assessment	Peggy Knittel Bob Creagar Lorna Stickel Chris Wenzel
Preprofessional: Pre-Medicine (PMED)			
Preprofessional: Pre-Medical Technology (MEDTK)			
Preprofessional: Pre-Nursing (PNSG)			
Preprofessional: Pre-Pharmacy (PHAR)			
Psychology (PSYC)	AA	Departmental Essays	Heidi Edmunds
Sociology (SOC)	AA	Departmental Essays	Jennifer Hart
Statistics (STAT)	AS	Departmental Exam	Rick Vonburg
Veterinary Technology (VTTK)	AAS	Capstone Course: VTTK 2750 & Written and Oral Comprehensives	Susan Walker Ed Bittner Viqi Garcia Michelle Lett Monte Stokes
Weatherization Technology (WTTK)	CD	BPI Certification Test & Resnet Certification Test	Tim Nyquist
Weatherization Technology (WETK)	C	BPI Certification Test	
Welding & Joining Technology (WJTK)	CD AAS	National Competency Test	Leland Vetter Lynn Bedient Tim Anderson
Machine Tool Technology (MTT)	CD	Project	Leland Vetter Lynn Bedient Tim Anderson

Program	Degree	Component	Responsibility
Plate Welding (WELD)	C	Departmental Exam	Leland Vetter
Wildlife & Fisheries Biology & Management (WILD)	AS	Departmental Exam	Chris Wenzel

Degree Codes

AA = Associate of Arts
Science

AS = Associate of Science

AAS = Associate of Applied

C = Certificate, less than 1-year

CD = Certificate, 1-year

Distance Delivery Outcomes Assessment

Student Assessments that are completed on campus will also be completed for the Programs offered by Distance Delivery. These assessments include the following:

- COMPASS Placement Tests (Math, English, and Reading)
- Withdrawing Student Survey
- University of Wyoming Report on Transferring Students from Community Colleges
- CAAP Exit Test for all AA and AS students
- Graduate Survey
- Classroom Assessment Techniques (CATs)
- Course Assessment
- Program Assessment

Summary of results from each of the components listed above are distributed to the following users:

- Outcomes Assessment Committee
- Curriculum & Learning Council
- Distance Learning Committee
- Program Advisory Committees
- Faculty

Results are used for:

- Documentation of Student Learning
- Curriculum Improvement
- Program Review
- Strategic Planning

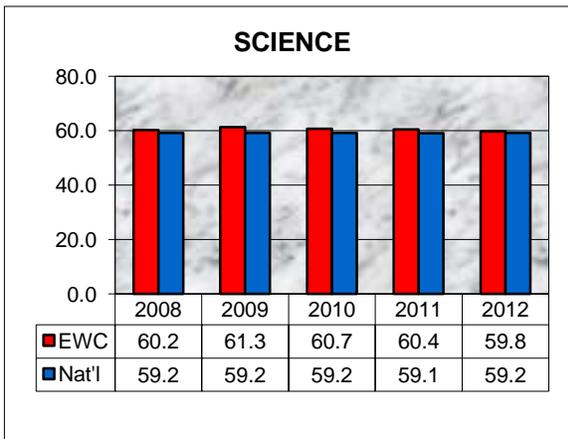
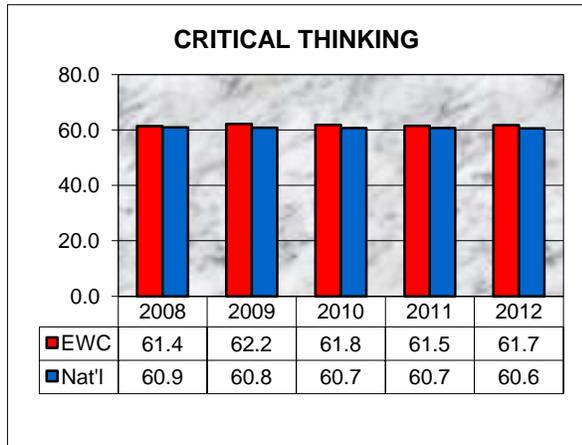
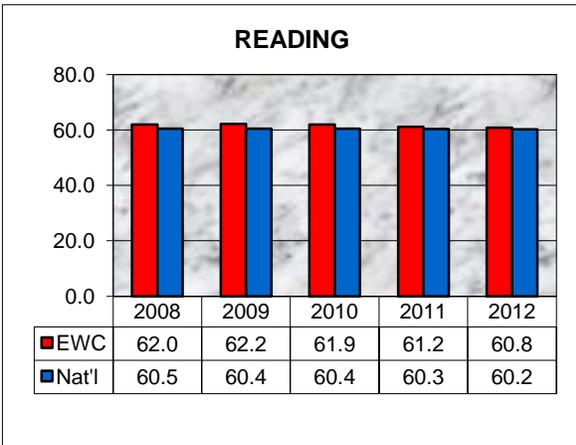
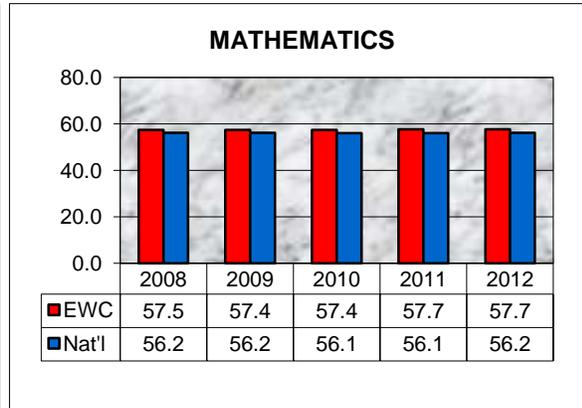
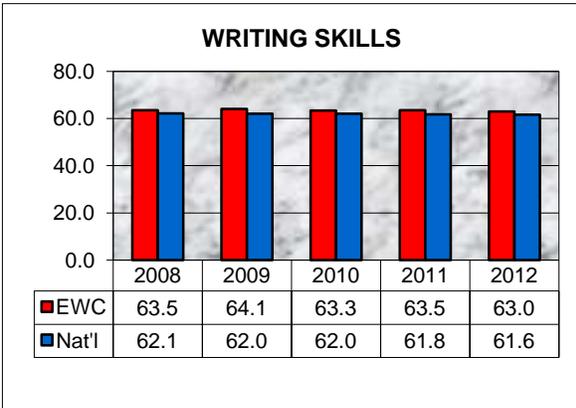
Program Assessment Activities for Distance Delivery

Individual program assessment components are taken by all graduating majors during the semester of graduation.

- Business Administration AAS - Portfolio Development in Capstone Course
- Criminal Justice AA & Corrections Certificate - Capstone Course
- Interdisciplinary Studies, AA - Capstone Course
- Interdisciplinary Studies, AS - Capstone Course
- Early Childhood, Certificate & AA – Portfolio and Capstone Course

Collegiate Assessment of Academic Proficiency (CAAP) Tests

The average of Eastern Wyoming College's 69 AA and AS Spring 2012 graduates was higher than the national average on the CAAP Test in all subject areas which includes: writing skills, mathematics, reading, science, and critical thinking. There were 63 out of the 69 students (91% of those tested) from the Spring 2012 graduates who scored higher than the national mean in one or more of the above-named subject areas. In Spring of 2011 that percent was 93%, Spring 2010 it was 90%, Spring 2009 it was 90%, and in Spring 2008 it was 88% of those tested who scored higher than the national mean in one or more of the subject areas.



Recommendations

Implications from these results indicate that a majority of EWC's AA and AS graduates typically perform equal to or slightly better than the national mean in the all subject areas. It is recommended that all areas be emphasized, specifically reading and mathematics in the academic transfer courses provided at Eastern Wyoming College.

Surveys

The seven Wyoming community colleges distribute two common surveys to students including the Community College Survey of Student Engagement (CCSSE) and the graduate student survey. The graduate surveys are administered in the fall of odd years. The CCSSE is administered in the spring of odd years. The graduate survey was conducted Fall 2011. A summary of the results is included in the following paragraphs.

The 2011-2012 Graduate Survey was mailed to 167 graduates in Fall 2011. The college received 36 survey responses (response rate of 22%). Graduate respondents indicated that EWC did an excellent job of preparing them for further study at a four-year institution; 15 said strongly agree and 7 said agree.

As a whole, the graduates indicated they experienced the most improvement in mathematical problem solving; general knowledge and intellectual curiosity; seeing things from multiple perspectives; and synthesizing, analyzing and evaluating information. The highest ratings for the importance of skills/abilities were synthesizing, analyzing and evaluating information; oral communications skills; mathematical problem solving; seeing things from multiple perspectives; and recognizing, accessing and retrieving information from a variety of sources.

Overall, respondents were glad they attended EWC, found it to be a friendly place, and would recommend EWC to family and friends. They were mostly very satisfied to satisfied with the instructional aspects of the college. Respondents were most satisfied with the class size; overall academic experience; personal safety; scheduling of courses; and helpfulness of instructors.

The survey results indicate that students were very satisfied (23) and satisfied (7) with their overall experience with EWC.

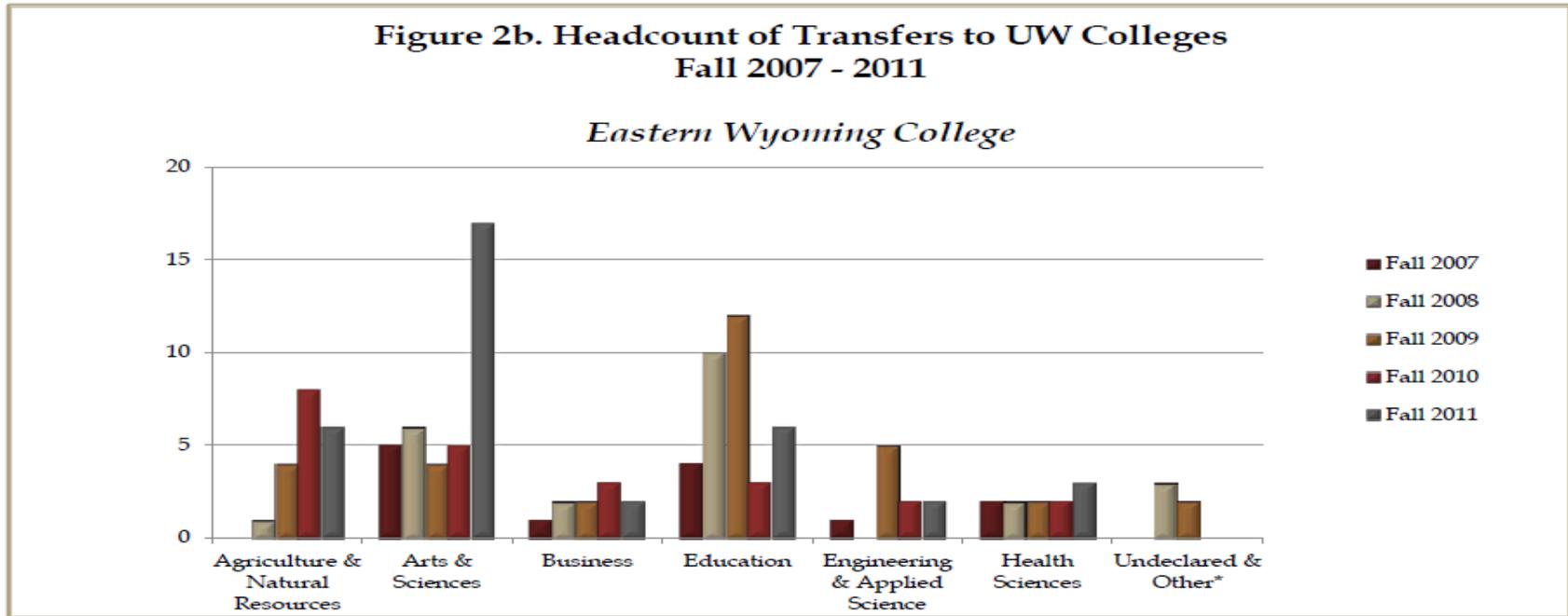
University of Wyoming Transfer Student Assessment

Our students transferring to the University of Wyoming continue to perform as well or better than other UW students. The data from the University of Wyoming shows that 46 students from EWC attended UW as transfer students in 2011-2012. This is up 15 students from the year before and above the five-year average of transfer students by 14 students. Most of EWC's transfer students matriculated into the College Arts and Sciences (17), followed by Agriculture and Natural Sciences (6) and Education (6). EWC transfer students have an overall UW GPA of 2.62 on a 4-point scale compared to all UW undergraduates of 2.93, and all UW transfer students of 2.75. Therefore, EWC transfer students perform almost as well academically as other UW students.

One observation made by the Outcomes Assessment committee is that students who transfer to UW with more than 60 credit hours are better prepared to meet the rigorous demands of the university. As a result of an Outcomes Assessment recommendation, Chadron State College has been asked to prepare the same type of information on our transferring students as UW.

**Eastern Wyoming College Transfers to UW Colleges
Fall Semesters* 2007 – 2011**

**Figure 2b. Headcount of Transfers to UW Colleges
Fall 2007 - 2011**



UW College	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	5 Year % Change
Agriculture & Natural Resources	0	1	4	8	6	---
Arts & Sciences	5	6	4	5	17	240%
Business	1	2	2	3	2	100%
Education	4	10	12	3	6	50%
Engineering & Applied Science	1	0	5	2	2	100%
Health Sciences	2	2	2	2	3	50%
Undeclared & Other*	0	3	2	0	0	---
Total	13	24	31	23	36	177%

*Other includes Energy Resource Science majors beginning in 2009.

Thirty-six EWC students transferred to UW for Fall 2011. An additional ten students transferred in the Spring 2012 semester. The majority of students transferred to the Arts and Sciences.

Source: Fall 2011 - 2012 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

**Academic Achievement of New Transfer Students* - Fall 2011
Grade Point Averages and Enrollments in University of Wyoming Colleges**

Eastern Wyoming College

UW College	Eastern Wyoming College Transfers		Wyoming Transfers		Out-of-State Transfers		All Transfers		UW Undergrads	
	#	UW 1st Sem GPA	#	UW 1st Sem GPA	#	UW 1st Sem GPA	#	UW 1st Sem GPA	#	UW Fall '11 Sem GPA
Agriculture & Natural Resources	6	2.40	54	2.60	28	2.47	82	2.55	828	2.85
Arts & Sciences	17	2.44	238	2.78	128	2.68	366	2.74	3,455	2.96
Business	2	**	43	2.46	38	2.53	81	2.49	915	2.84
Education	6	2.79	110	2.92	30	2.88	140	2.91	1,075	3.29
Engineering & Applied Science	2	**	56	2.22	58	2.46	114	2.34	1,401	2.72
Health Sciences	3	4.00	149	3.10	128	3.14	277	3.11	1,582	3.13
Undeclared & Other*	0	---	43	2.51	26	2.49	69	2.50	737	2.45
Total	36	2.62	693	2.77	436	2.72	1,129	2.75	9,993	2.93

*Other includes Energy Resource Science majors.

**GPA is not displayed for populations less than three.

EWC students who transfer to UW have been well prepared for the ensuing coursework. The first semester grade point average (GPA) of EWC transfer students is 2.62. Further, the later the student transfers in their academic career, the better their first semester GPA.

Source: Fall 2011 – 2012 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

**Academic Achievement of New Transfer Students by Hours Transferred - Fall 2011
Comparison of Community College and UW Grade Point Averages**

Eastern Wyoming College

Transferred Credit Hours*	Eastern Wyoming College Transfers			Wyoming Transfers			Out-of-State Transfers			All Transfers			All UW Undergraduates	
	#	Transfer GPA*	UW 1st Sem GPA	#	Transfer GPA*	UW 1st Sem GPA	#	Transfer GPA*	UW 1st Sem GPA	#	Transfer GPA*	UW 1st Sem GPA	#	UW Fall '11 Sem GPA
0 <= Hours < 30	6	3.03	2.43	78	3.06	2.57	139	3.05	2.80	217	3.05	2.72	3,528	2.71
30 <= Hours < 60	10	3.10	2.29	166	3.19	2.26	119	2.96	2.49	285	3.10	2.37	2,557	2.88
60 <= Hours < 90	18	3.29	2.87	355	3.33	2.96	109	3.11	2.72	464	3.28	2.90	1,853	3.03
90 <= Hours	2	**	**	94	3.32	3.13	69	3.21	3.15	163	3.27	3.14	2,055	3.21
Totals	36	3.24	2.62	693	3.29	2.77	436	3.11	2.72	1,129	3.23	2.75	9,993	2.93

*Transferred Credit Hours and Transfer GPA are totaled from all transfer work, not only transfer work from individual community colleges.

**GPA is not displayed for populations less than three.

Only hours for grade are included.

Students who transfer to UW with more than 60 credit hours are better prepared to meet the rigorous demands of the university. The overall GPA for EWC (2.62) is slightly lower than all Wyoming Community College transfer students (2.77) and all transfer students (2.75).

Source: Fall 2011 – 2012 New Transfer Students Report, University of Wyoming Office of Institutional Analysis

2011-2012 Perkins Grant Program Assessment

Executive Summary

Perkins grant funding for Eastern Wyoming College is an integral part of sustaining, modernizing, and expanding our Career and Technical Education programs. For the 2011-2012 Perkins funding cycle these programs included: Entrepreneurship, Agriculture, Business and Technology, Cosmetology, Early Childhood Education, Health Technology, Machine Tooling, Welding, Veterinary Technology, and Criminal Justice. Programs benefited through faculty positions or equipment purchases for the 2011-2012 Perkins funding cycle included: Entrepreneurship, Machine Tooling, and Veterinary Technology. Programs which benefitted from Professional Development provided by Perkins Funds for the 2011-2012 funding cycle included: Criminal Justice, Welding, Veterinary Technology, Business and Technology, and Agriculture. Students at Eastern Wyoming College also benefitted from the ability to compete in SkillsUSA competitions. Career and Technical Education Program concentrators and participants for the 2011-2012 Perkins funding cycle were surveyed for demographical and statistical purposes as well as to identify special populations. These expenditures and activities reflect Eastern Wyoming College's commitment to the continuing improvement of Career and Technical Education Programs, and to providing equitable access to all students, including special populations.

Activities of the Advisory Committee /Project Partners

The Perkins Advisory Group was active in setting the parameters of the 2011-2012 allocated grant to align Perkins activities with institutional goals, industry needs, and curriculum needs. Members of the Perkins Advisory Group included all career and technical faculty members, Division Chairs, the Vice President for Learning and the Perkins Coordinator. The group met throughout the year to discuss Perkins requirements and to direct the allocation of Perkins grant money in ways that were meaningful to the programs and that continually advanced and updated program curriculum to stay in line with industry standards. The Perkins Coordinator, in cooperation with the advisory group members, monitored Perkins activities to ensure compliance with grant requirements.

In addition to the Perkins Advisory Group, individual program advisory groups met regularly to discuss the specific needs of programs. Each Perkins program at EWC has an advisory group. Advisory groups include Agriculture, Welding/Machine Tooling, Veterinary Technology, Business and Technology, Cosmetology, Criminal Justice, Weatherization, Health Technology, and Early Childhood Education. Advisory members consist of EWC faculty, EWC students, business and industry representatives, and experts in the field. Member recommendations guide program updates, changes, and enhancements based on community and industry requirements. The 2011-2012 grant request reflected program and industry needs as communicated to the Perkins Coordinator from the program advisory groups and career and technical faculty members.

Project Results and Accomplishments

Throughout the year, technical program faculty members and students are encouraged to attend professional trainings, college courses, and professional conferences which will improve themselves in their prospective fields. Below we have described the expenditures and improvements made to each technical program benefitted for the 2011-2012 Perkins funding cycle:

Entrepreneurship – In the 2011-2012 Perkins funds continued to fund a half-time faculty position for the Entrepreneurship program. Courses were administered both online and in-person. The courses had enrollments between 8-12 students each.

Machine Tool Technology – The Machine Tool Technology program benefitted in the 2011-2012 funding cycle with equipment purchases to supplement the current equipment. Multiple Quick-Change Tool Posts were purchased for use with lathes.

Veterinary Technology – The EWC Veterinary Technology program used Perkins dollars to purchase an Olympus Fiber Gastroscope, Televue Wireless Autoscope, Flexible Alligator Forceps, and a CAPPS Rotary Disc Float. All equipment will be used to better educate our Veterinary Technology students in their field.

Professional Development – Perkins funding is used for a variety of professional development activities. Benefitted programs for the 2011-2012 Perkins funding cycle for professional development included: Criminal Justice, Welding, Veterinary Technology, Business and Technology, and Agriculture.

A Veterinary Technology instructor used Perkins funding for registration and travel to Las Vegas, Nevada for the Western Veterinary Conference. Meetings and conferences aid instructors in keeping up with the latest ideas and technology available within their respective fields.

Registration and travel to the WACTE Conference in Gillette was provided for one of our career and technical education program faculty members. Activities such as WACTE provide EWC faculty members training in program specific areas and networking with other career and technical education program faculty for ideas and innovative ways to improve their teaching skills. The WACTE Conference also provides a chance for college faculty to network with middle and high school instructors since these people have influence on high school students' directions.

Criminal Justice accessed Perkins funding to send an instructor to the National Academic Advising Association (NACADA) Conference. NACADA supports and promotes quality academic advising in institutions of higher education for the educational benefits of students.

Business and Technology sent an instructor to the National Institute for Staff and Organizational Development (NISOD) Conference in Austin, Texas. NISOD focuses on a wide variety of issues relating to Community Colleges.

Perkins funding also made it possible for EWC students to take part in professional development activities. Funding allowed students to compete in SkillsUSA which allows students to improve their skills while preparing for careers in trade, technical, and skilled service occupations. Eastern Wyoming College students excelled on both the State and National levels.

Indicator	Negotiated Target for Year 3 (2011-2012)	Actual 2011-2012(90% threshold)
1P1 Technical Skill Attainment	28.00%	58.97%
2P1 Credential, Certificate, or Degree	27.41%	58.97%
3P1 Student Retention or Transfer	69.00%	66.47%
4P1 Student Placement	72.00%	84.21%
5P1 Nontraditional Participation	22.00%	22.56%
5P2 Nontraditional Completion	8.00%	1.69%

1P1: Technical Skill Attainment

EWC exceeded the statewide target level of 28.00% with a 58.97% level of performance. Only one race/ethnicity group did not meet the statewide target level. We continue working to improve graduation rates for all EWC students.

2P1: Credential, Certificate, or Degree

This core indicator reported the same data information as the 1P1 core indicator with EWC performing at 58.97%. We continue working on initiatives to follow-up after students leave EWC by working closely with program faculty and the EWC Outcomes Assessment Committee to improve collection of data.

3P1: Student Retention or Transfer

EWC met 90% of the Adjusted Level of Performance with a 66.47% performance rate for this core indicator. Faculty and advisors work closely with all EWC students on retention initiatives.

4P1: Student Placement

EWC achieved a performance rate of 84.21% for this indicator. The statewide target level was 72.00%. Two special population categories did not meet the statewide target; however numbers in this category are small.

5P1: Nontraditional Participation

The statewide level of performance for this indicator was 22.00%. Although EWC was above the statewide target with a performance level of 22.56%, we noticed an imbalance between males and females as females outperformed males. This core indicator will need further study.

5P2: Nontraditional Completion

EWC did not meet the statewide level of performance of 8.00% for this indicator. EWC's level of performance was 1.69%. We should note that we are talking very small numbers here. EWC offers many education workshops, presentations, and cultural events to all EWC students throughout the semester. Our special population coordinator will make a special effort to encourage our nontraditional students to attend the appropriate sessions. The coordinator will also meet with the nontraditional students on a regular basis to determine which other EWC support services can be utilized to help these students be successful in their programs. Developing cohorts of students in these program areas may help improve completion rates. We will develop further strategies to improve this performance indicator.

Sustainability and Recommendations for the Future

A five-year strategic plan for the project has been discussed and a plan has been adopted to continue to improve our CTE programs and offerings. In 2012-2013 there will be five areas of investment that we will focus on as part of the strategic plan for the program.

- Criminal Justice will receive funding that will allow the program to purchase equipment or teaching aids and materials.
- Machine Tooling will benefit from the purchase of new equipment and tools to replace outdated equipment to continue giving students quality hands-on lab experiences.
- The Welding program will be benefitting from the ability to purchase new equipment that will replace or supplement current equipment.
- Early Childhood Education will have funding to obtain teaching aids and materials.
- Funding for Professional Development for the 2012-2013 funding cycle will be increased from past levels. These funds will be used to benefit as many CTE instructors and students as possible. Anticipated expenses in the Professional Development area will be for conferences, trainings, certification testing, and skills testing and improvement.

Program Assessments 2011-2012

All programs are designed to meet the mission, goals, and objectives of Eastern Wyoming College. Faculty members, in consultation with the outcomes assessment committee, are responsible for designing program goals and objectives which will lead to the accomplishment of the college mission.

As students graduate from EWC, they complete an outcome assessment activity designed to measure achievement of the program goals and objectives, as well as defined student learning outcomes. These activities vary among the programs and include such items as written exams, capstone courses, portfolios, and interviews. All are an attempt to measure student learning. Faculty use the results to add, affirm, or alter their programs and courses based on those discoveries.

The program assessment report begins with results and comments relative to the 5 core competencies of communication skills, analytical and quantitative reasoning, technology skills, social awareness, and information literacy. These areas emphasize skills and knowledge reflective of a college education, regardless of the major area of study and are known as the colleges general education requirements.

The program assessment then reports results and comments relative to the program specific requirements.

Finally, program recommendations such as program changes, budget needs, indication of change in assessment activity, or implications for operational planning changes are presented.

This instrument is also used in the preparation of a program review every third year.

Reporting instrument

Faculty members are asked to respond to the following items.

1. Name of Program
2. Names of EWC Faculty/Staff who participated
3. Name, Description, and Objective of Activity
4. Dates of Activity (please include the year)
5. Names of Students who participated
6. Results and Comments Relative to the 5 Core Competencies (Communication Skills, Analytical and Quantitative Reasoning, Technology Skills, Social Awareness, and Information Literacy)
7. Results and Comments Relative to Program Requirements.
8. Program Recommendations (may include needed program changes, budget needs, indication of change in assessment activity, or implications for strategic plan changes).

Program assessments in 2011-2012 indicated recommendations and findings including the following:

- **Business Cluster, Accounting, and Economics:** Again, the identification of students who are not "at level" mathematically will be a prominent issue to completion of the program. Instructors and advisors will work closely with students who need intervention in math to success in this rigorous program. Results of the program exam indicate weakness in retention of basic business concepts. Each year, we seem to see a weakness in different areas, but statistics has consistently been identified as a weakness area for our students. Average scores in the four areas this year were: Accounting 73%, Economics 78%, Statistics 68%, and Business Law 73%. Instructors will identify specific learning outcomes not met in the weakness areas and will reinforce those areas through new and/or reinforced methods. Further, the rubric assessment this year indicated a weakness in the social awareness competency. This area includes cooperation/interpersonal skills (evidenced in group efforts in classroom); professionalism/work ethic; and awareness of contemporary issues in business. As part of the summer meeting, the business team will meet to discuss efforts to improve this competency area. We will continue to request time and funding for collaborative efforts to improve student learning.
- **Education:** The "common core" required classes (Foundations of Education, Practicum and Introduction to Special Education" are cited by both elementary and secondary education majors as the most beneficial and will remain in the program. In addition as we continue to evaluate articulation with four year transferring institutions we will continue to update the "common core" requirements. In the future I anticipate that Education Psychology and Lifespan will be courses that we will need to consider adding to the "common core" program list. As always we have an ongoing concern of locating and retaining qualified adjuncts and instructors in the concentration areas for secondary education majors. This concern is noted in the departmental strategic plans annually. While the college has made some progress in updating classroom technology there still seems to be deficits in access to the most current software and hardware available. There are too many barriers to obtain support in a timely manner. This concern will be addressed in our upcoming strategic plan.
- **Criminal Justice:** Writing will continue to be emphasized throughout the program courses both in assignments and examinations. However the Capstone requirement will be modified to better assess overall learning and their ability to express it through their writing.
- **Mathematics:** Program has to be rewritten to reflect the fact that EWC eliminated the computer science courses. Computer science is an integral part of mathematics degrees around the country, so the lack of that element of the program will require our degree to be rewritten. 2. Concurrent enrollment is still a major problem for the mathematics program. We get few students ready for a mathematics degree because the high schools are teaching the freshman level courses and therefore we do not get a critical mass of sophomore level students. Students ready for that level of math are going on to 4 year colleges straight from high school.

Program Assessments 2011-12

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
PVET.AS - Pre-Veterinary Medicine Robert Creagar Peggy Knittel Lorna Stickel Chris Wenzel	Rubric scoring of competencies in each core course.	All but one student scored at proficient to advance in all core courses. The one student scoring partially proficient was not accepted to nursing school. She is returning to EWC to repeat course work and reapply. The other students have been accepted and are transferring to their respective institutions.	We feel the pre-professional programs are addressing the needs of our graduates at this time. The main concern of the faculty is the small number of students prepared for the caliber of work required.	None at this time.
Agriculture Cluster Monte Stokes	We give the students 7 comprehensive exams over the Ag material in the program.	The core competencies are addressed in the 7 different exams, some more than others. 2 of the 3 students averaged over 70% on these exams which we feel is acceptable level of knowledge for these types of exams. One student didn't attempt 2 of the exams for whatever reason. above the national average in writing, math, reading, critical thinking, and science): Two students were above the national average in all five areas; One student was above the national average in 3 of the five areas; one student did not complete the assessment.	The program requirements are also addressed in these exams.	As a group, we need to look at the exams and see if they are indeed a good measure of the core competencies and program requirements. We also need to look at the low scores especially and see if the exams are fair. We have also discussed changing this certificate program some in the future.
BSAD.AAS - Business Administration - Non-transfer Melissa Meeboer, Andy Espinoza	Program assessment activity is an electronic portfolio demonstrating competencies in program specific areas and core competencies	Students chose 4 areas to highlight in their web site portfolios. They were evaluated based on a detailed e-portfolio rubric in skills including creative use of technology, thoroughness, personal reflection, written reflection, layout and text elements, writing mechanics, typography, images, hyperlinks, and navigation relative to their 4 chosen areas. Their scores were broken down into levels of expert, journeyman, apprentice, and novice. Both students scored at the journeyman and expert level in four areas. One student exhibited Apprentice level work in 6 areas, indicating a need for much supervision in work. The other student was weak in only one area (writing mechanics)	Student Response: One of the two students demonstrated a level of learning higher than the benchmark 80%. Scores were 93% and 61% on the project as assessed by the rubric analysis. The student with the 61% took the course by independent online study and struggled with completion. That student did not seem to possess the skills necessary for completing the project and required extensive supervision.	Regarding the assessment: The web site portfolio project is providing us with a valid, effective assessment of student learning. It will be continued in future semesters. It is recommended that when a student enters the program, they set up a repository in the learning management system for their artifacts. This was a recommendation from current students. Regarding program recommendations: The program is effective in preparing students for entry-level business positions as evidenced by the level of achievement on the program assessment and grades of the students. We have no recommendations for change to the program at this time. Regarding the online business administration AAS program: We recommend a centralized advising function, a strict adherence to the rotation of courses to be offered online, and a continued emphasis on quality of instruction for all online

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
		because of many uncorrected errors in grammar and spelling.		offerings. We also recommend that students follow the sequencing of courses as listed in the college catalog so that they will have the best chance of success. We recommend that course substitutions be made only in extreme cases and with adequate justification.
Business & Technology Melissa Meeboer	1. Program Exam and 2. Rubric Assessment of Core Competency 3. CAAP	<p>Students were rated in the 5 core competency areas: Communication, Quantitative and Analytical Reasoning, Technology, Social Awareness, and Information Literacy. A carefully defined rubric system is used (4 = advanced; 3 = proficient; 2 = partially proficient; 1 = novice). Course assignments and projects are the basis for the assessment. In all cases, students are evaluated by at least two faculty members. Although we had 6 graduates, we were unable to rank 3 of those students because of the significant number of courses transferred in to our institution. So, results are based on the 3 who were ranked. This year, 2 of 3 students scored either proficient or advanced for Communication, 2 of 3 for Quantitative and Analytical Reasoning, 2 of 3 for Information Literacy, 2 of 3 for Technology, and 2 of 3 for Social Awareness. The same student in all areas was below proficient. That student was a student who took all courses online.</p> <p>Students also took the CAAP test as a direct assessment of core competency areas. Our benchmark is a score above the national average. Results were not available at the time of writing this program assessment because the CAAP was given later in the semester.</p>	The program exam provides the assessment relative to program specific requirements. Areas tested include Accounting, Economics, Statistics, and Business Law. Our benchmark is 70% in each area. Results are as follows: (number of students meeting the benchmark in each area) Accounting: 5/6 Economics: 5/6 Statistics: 2/6 Business Law: 3/6 Overall test scores ranged from 54 to 100. The score of 100% is based on questionable results and the exam may have been compromised with that student. Students received specific feedback addressing their areas of strength and weakness.	Regarding the assessment: Once again, the business team has developed a strategic action plan to meet in the summer and review the assessment process. Last year, the team identified the projects to be assessed throughout the curriculum. Regarding the program: Again, the identification of students who are not "at level" mathematically will be a prominent issue to completion of the program. Instructors and advisors will work closely with students who need intervention in math to success in this rigorous program. Results of the program exam indicate weakness in retention of basic business concepts. Each year, we seem to see a weakness in different areas, but statistics has consistently been identified as a weakness area for our students.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
WJTK.AAS - Welding & Joining – Degree Leland Vetter, Stan Nicolls, Tim Anderson, Lynn Bedient	AWS-plate test, ASME-pipe test, EWC written test	All students took and passed at least Tech Writing, Tech Math, a Computer class, and Political Science 1050	Written test average 63% 23 students tested All passed AWS D1.1-1" plate test 1 student failed ASME 4" pipe test	1. We need to take a look at why we have a low written test average. Perhaps provide a structured review session. 2. All is going as planned.
HIST.AA – History Ellen Creagar	This assessment was reflective in nature, requiring the students to assess their learning in the history courses and provide feedback about the program.	Communication: They were required to write summaries as well as write papers for several classes in the program. Analytical and Quantitative: math requirement Technology skills: Students had to use the computer to upload documents as well as research and write papers and use Powerpoint for presentations. Social awareness: Several of their classes required the students to research current world events and about current issues in the world. Information Literacy: Students wrote research papers.	Students requested more upper level and elective classes. They expressed understanding that with only 2 faculty in this area we are unable to offer many electives.	The change to the social sciences degree from straight history will be positive. I think it is critical that we maintain 2 full time people in this area and also continue to work to offer all the classes in the rotation at least every other year.
Education – Transfer Catherine Steinbock, Muriel deGanahl	Students are required to complete the CAAP test, present their portfolios and complete an individual interview with the advisor to check progress in the transfer process.. Students report GPA to determine if they qualify to enter the College of Education at their	Students reported that the practicum experience was critical to the learning process and one of the most beneficial aspects in preparing them for work in the field of teaching. The construction of the electronic professional portfolio allowed students to demonstrate written communication skills and certainly their computer skills as they formatted and produced the archived evidence for the portfolio. Elementary education majors all successfully completed math for the elementary teacher sequence which is an excellent example of their analytical and quantitative reasoning skills. Secondary,	Students cited Foundations, Practicum and Teaching with Technology as most beneficial to their preparation as future teachers across the disciplines (Early childhood, elementary and secondary). Additionally, Early Childhood Education majors reported Observation and Curriculum courses as being most beneficial courses. Most students noted that the practical experiences they received as a result of the time spent in the public school and	The Elementary Education program has had some sequencing changes which will allow students more flexibility in scheduling. This will continue. Additionally, as we continue to evaluate articulation with four year transferring institutions we will continue to update the "common core" requirements. As always we have an ongoing concern of recruiting and retaining Early Childhood Education majors. This concern is noted in the departmental strategic plans annually. While the college has made some progress in updating classroom technology there still seems to be deficits in access there are too many barriers to obtain support in a timely manner. This concern will be addressed in our upcoming strategic plan. We will continue to monitor curriculum changes and adjust appropriately.

Program Faculty	Description	Findings Relative to Core Competencies	Findings Relative to Program Requirements	Recommendations
	transfer institution. Advisors evaluate each student's portfolio to determine that the student has documentation of coursework and other tangible evidence of competencies in their area.	early childhood and interdisciplinary majors completed their general education math requirement. In order to earn an associate of arts degree, students must successfully complete coursework in the core competency areas.	pre-school classrooms helped them feel prepared to transfer.	

Course Assessments 2011-2012

Courses are the building blocks of the programs. Program members continually examine the goals and objectives for the program. The courses offered within those programs are analyzed for their role in meeting those goals and objectives. It is critical to incorporate the 5 core competencies, as defined by the faculty and staff of EWC, into the courses. Those competencies include (1) communication skills (2) analytical and quantitative reasoning (3) technology skills, (4) social awareness and (5) information literacy. It is also important to define the competencies that are specific to that course.

Faculty members work on one course assessment per year. They work to define up to 5 learner outcomes for the course. Those outcomes are then linked to the competences (1 through 5) defined above. Methods which are used to evaluate the achievement of learner outcomes are listed, and any classroom assessment techniques (CATS) are also examined.

Since faculty often teach the same courses within their discipline, they will often repeat the course assessment for a given course, enabling them to once again examine the course and its relationship to meeting the goals and objectives of the program, as well as the faculty-defined core competencies.

Reporting Instrument

Faculty are asked to respond to the following questions on the reporting instrument:

1. Name
2. Course Department and Number
3. Course Name
4. List one of the major learner outcomes for this course.
5. For learner outcome #1, mark each of the competencies to which it is related (all competencies are listed in the instrument, as well as "other", which would include program specific outcomes.)
6. through 13. Identifies 4 more learner outcomes for the course and links them to the competencies which they address.
14. Indicate the methods that you use to evaluate student progress toward the learner outcomes.
15. Indicate the Classroom Assessment Techniques (CATS) that you use to evaluate the course.

The results of the course assessments are showing an increasing awareness by all faculty of the importance of linking student learning to a defined set of goals and objectives. Many courses have been re-designed based on these assessments and emphasis on the core competencies is playing an increasingly important role in courses across all programs.

The reports are reviewed by the assessment coordinator. Feedback is presented to the faculty members in an email. The email discusses the clarity and measurability of objectives. It reinforces to the faculty members that they need to share these course objectives with students so that they have a clear understanding of the outcomes for the course.

Faculty: Rob Eirich		Course: ANSC 1010 Livestock Production I					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Students will demonstrate knowledge of livestock production practices in reproduction, nutrition, animal health, and food & fiber production..		X			X	X
2	Students will enhance awareness of current agriculture issues in the United States and the World.	X		X	X	X	
3	Students will demonstrate the ability to implement approved good production practices in livestock production and how it relates to traditional production, niche market production and progressive production practices.		X	X	X	X	X

Assessments used to evaluate student progress in the course:	Weekly Oral Discussions, Written Issues Papers, Current Event Papers, Lab Worksheets, Test, In-Class Presentation, In-Class Quizzes
CATS employed in this course:	Minute Paper, Muddiest Point, Exam Evaluations

Faculty: John Cline		Course: ART 2020 Art History II					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Explain the evolution of artistic styles and forms from the Renaissance through Contemporary Art.				X		
2	Describe the social, political, economic, and religious context of the art of the period.				X		
3	List and explain the various critical methods of art historians.					X	X
4	Demonstrate proficiency in written and verbal analysis of art works.	X				X	

Assessments used to evaluate student progress in the course:	Written Examinations, Thesis Essay, Group Oral Presentation
CATS employed in this course:	Memory Matrix

Faculty: Chris Wenzel		Course: BIOL 1000 Principles of Biology					
Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Students will become familiar with modes of inheritance, species diversity, and cellular anatomy and function.		X		X		X
2	Students will develop an understanding of ecosystem organization and environmental problems				X		X
3	Students will develop an understanding of the scientific method and its relationship to life processes.	X	X	X		X	
4	Students will become familiar with various laboratory applications and techniques		X		X	X	
5	Students will develop an appreciation of social problems and current issues which affect the science of Biology.						

Assessments used to evaluate student progress in the course:	Scientific paper, exams, quizzes, rubrics, lab assignments
CATS employed in this course:	Minute Paper, One-Sentence Summary, Problem Recognition Tasks, Focused Autobiographical Sketches, Punctuated lectures

Faculty: Melissa Meeboer		Course: BADM 2395 Business Office Capstone				
Outcomes	Description	Competencies				
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy
1	Prepare a letter of application and a resume.	X		X		X
2	Demonstrate an understanding of the rules and procedures of records management.					X
3	Complete an online portfolio of artifacts representing student achievement.	X	X	X		X
4	Identify available career opportunities for an office professional.				X	X
5	Describe the skills and knowledge needed to succeed in an office environment.	X				X

Assessments used to evaluate student progress in the course:	Portfolio Rubric
CATS employed in this course:	Concept Maps, Annotated Portfolios, E-mail Feedback

Faculty: Dr. Monte Stokes	Course: ANSC 1100 Management of Reproduction
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Outcomes	Description	Competencies					
		A Communication Skills	B Analytical & Quantitative Reasoning	C Technology Skills	D Social Awareness	E Information Literacy	F Competencies that are specific to that course
1	Successfully artificially inseminate a cow			X			X
2	demonstrate an understanding of major reproductive diseases of cattle, sheep, and horses and how to prevent them				X	X	
3	observe cattle calving and management techniques	X					X
4	correctly calculate a stallion's booking		X	X			
5	demonstrate an understanding of estrus synchronization practices		X			X	X

Assessments used to evaluate student progress in the course:	in class discussion groups labs exams
CATS employed in this course:	Background Knowledge Probe, Empty Outlines, Application Cards, Classroom Opinion Polls, Course-Related Self-Confidence Surveys, Group Instructional Feedback Techniques, Exam Evaluations

Classroom Assessment Techniques 2011-2012

All full-time, benefited instructors are asked to complete and report at least one classroom assessment each semester. Thirty-eight faculty members completed the CAT report in Fall 2011 and 20 completed the CAT report in Spring 2012, for a high participation rate.

Instructors complete multiple classroom assessment techniques (CATs), but report just one per semester. The reporting instrument was available to faculty in a LancerNet format which was accessed on the EWC web site.

New faculty members are trained on the purpose, content, and reporting of CATs. Faculty members may contact the Outcomes Assessment Coordinator or members of the Outcomes Assessment committee if they have questions concerning this type of assessment. Multiple reminders are sent to faculty to encourage them to consider and use assessment techniques in the classroom.

The reporting instrument summarizes the results of the assessment and the learning process discoveries to the instructor and/or students. Instructors then describe additions, affirmations, or alterations in teaching practices based on those discoveries.

Reporting instrument

Faculty are asked to respond to the following items

1. Name
2. Division
3. Faculty Status
4. The CAT listing is drawn from "Classroom Assessment Techniques: A Handbook for College Teachers", 2nd ed (Angelo & Cross). Copies of this handbook are available in the Learning office, the Library, Division Chairs, or any Curriculum & Learning Council member. You are encouraged to consult the handbook for complete explanations of these and other CAT. Please select the CAT(s) you used: I used (a drop down list is provided to choose)
5. Other (Please list any other CATs used but not listed above)
6. Please describe what the results have led you and/or your students to discover about the learning process.
7. Please describe changes to or commitments to continue previous teaching practices you have made as a result of this or past use of CAT. (Note: The results of a CAT may lead you to add to, affirm, or alter current teaching practices).

According to the reports submitted, faculty, in general, are finding many implications for student learning as they assess course-related knowledge and skills; learner attitudes, values, and self-awareness; or learner reactions to instruction. The reports indicate clear changes needed in learner outcomes for courses, methodology of instruction, and/or affirmation of learning theory. It is also evident that many faculty members are working to develop assessments more closely tied to the defined outcomes of the course, program, and core competencies.

Sampling of Classroom Assessment Techniques (CATS) 2011-12

Name Division Status	Used	Other	Results	Changes
Dr. Michelle Lett Veterinary Technology Full-time Faculty	Muddiest Point	None	In using this technique, I would ask several review questions at the beginning and end of each major topic of lecture. Some questions required a simple yes/no answer, others required a very brief statement. I realized that it seems to be the same group of students who answer the questions over and over. I tried to get everyone to answer so that I would have a better idea of whether or not they understand what was being presented. In asking the questions, I was better able to gauge the students' understanding. . . if they seemed to not be answering correctly or not at all, I would review the material, attempting to present it in a different way than previously presented to help them understand the point that I was trying to make. I discovered that the more times I am able to review a topic in class, the more likely the students are to understand the topic. Asking questions of them every 15 minutes or so, also proved to be a good way to regain the students' attention.	I really liked the practice of asking review questions over and over, even if it was the same questions, because I feel if the students hear an answer enough times, they will eventually get it. I will definitely continue this technique of classroom assessment, as it pointed out several areas that students just were not getting, allowing me to spend extra time on the topic(s). I used this technique more in one particular class than others, but in seeing its effectiveness, I will make a concerted effort to ask more and more questions during my lectures in other classes, as well.
Muriel de Ganahl Arts, Humanities, Social & Behavioral Sciences Full-time Faculty	Paper or Project Prospectus	None	I utilized this CAT to prepare my students in EDFD 2020 for their Issues Paper and Presentation. The Prospectus was due two weeks before the paper so that they had a focal point and timeline for completion.	While I think the timeline was of assistance, the prospectus itself was a little broad to be of use. I would vary the questions next time so that they were more specific to the task at hand.
Timothy Anderson Business & Technology Full-Time Faculty	Teacher-Designed Feedback Forms	None	Sometimes the hindrances to learning are student comfort. Other times it is more one on one. Most of the time in the welding trailer I am good at one - on - one but I need to be more sensitive to individual needs, pertaining to comfort.	In some cases providing a stool for students to sit on will help them. Also being prepared with the tools to help students with visual barriers will help the learning process.

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Christopher Wenzel Science Division Full-time Faculty	Minute Paper	None	Students were asked to write what they had learned about the origins of humans from an evolutionary perspective. Students understood the basic natural selective processes well, but seemed to have misconceptions regarding the link between bi-pedal ape-like organisms and modern humans.	I plan to change the presentation of the material in the future to better explain how natural selective processes and environmental adaptations led to the development of members of the genus Homo from members of the genus Australopithecus. I will use examples from the fossil record, as well as the data which suggests changes in climate and subsequent changes in habitat to illustrate how phenotypic and genotypic changes in upright walking primates may have come about.
Dr. Peggy Knittle Science Division Full-time Faculty	Memory Matrix	none	Repeat opportunities to recall factual information and insert it in a categorized grid helps students cement facts into their memory banks.	I plan to continue asking students to complete Memory Matrices as review practice for exams in Pathogenic Microbiology.